

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814-7000
(916) 445-0184
FAX (916) 327-3166



OFFICE OF THE EXECUTIVE SECRETARY

92-9203

Date: February 14, 1992

To: Deans and Directors of Schools and Departments of
Education

From: Philip A. Fitch, Executive Secretary

Subject: Revisions to Three Standards of Program Quality for
Specialist and Services Credential Programs and to One Standard
for Multiple and Single Subject Teaching Credential Programs

On January 10, 1992 The Commission on Teacher Credentialing approved recommended changes to four Standards of Program Quality and Effectiveness for Teaching, Specialist, and Services Credentials. Standards 7, 8, and 11 for Specialist and Services Programs, and Standard 21 for Multiple and Single Subject Programs were modified as described below. Some revisions were made also to the Rationales and Factors to Consider for the four standards. These revised standards will be effective for all programs reviewed after September 1, 1992.

Pursuant to Commission action, a draft of the proposed changes to the four standards was distributed in September 1991 to all California institutions with approved teaching and specialist credential programs for their response. We received responses from thirty-five individuals representing twenty-three institutions. The proposed changes for each standard were endorsed by at least 75% of the respondents; in one case 93% of those responding affirmed the proposed changes. A complete report of the responses was contained in the January Agenda of the Commission and is available by writing Dr. Michael McKibbin at the Commission.

Summary of the Changes Made to the Standards

Specialist and Services Credentials

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population a level of academic qualifications, on using one or more indicators, of academic achievement selected by the institution equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution.

Rationale for Change - Most specialist and services credentials require a prior basic teaching credential and are offered exclusively at the graduate level. Consequently, candidates for admission to such credential programs are generally required to meet the same graduate admissions criteria established by the institution for all graduate programs. Institutions have found the standard, as originally written, difficult to interpret and the need to identify an "appropriate comparison population" confusing. The purpose of the standard as revised is to ensure that requirements for admission to services and specialist credential programs are not lower than those of other graduate programs offered by the institution.

Standard 8

Admission of Candidates: Prior Experience and Personal Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and ~~preprofessional~~ prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Rationale for Change - The standard as originally worded was more appropriate to candidates who seek an initial credential rather than to those holders of credentials who desire to obtain an advanced credential. With the exception of programs for School Nurse, Pupil Personnel and Clinical Rehabilitative Service Credentials, persons who are admitted to specialist and services credential programs are required to hold a prerequisite credential, thus the term "preprofessional" experiences does not have as much relevance. However, it is important that the admissions process for all specialist and services credentials determine that the prospective candidate, whether the holder of a professional education credential or not, has had prior experiences which demonstrate his or her suitability for the particular specialist or service area. The revised standard now clearly applies to all specialist and services credential programs.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional or personal assistance. The institution retains only those candidates ~~who are suited to enter the teaching profession and who are likely to attain the Standards of Candidate Competence and Performance in Category V~~ necessary skills and knowledge to practice in a specialist or services credential area.

Rationale for Change - This standard as originally worded applied to those seeking a basic teaching credential and specifically referenced the Category V standards for the Multiple and Single Subject Credential programs; the language was inappropriate for specialist and services credential programs.

The revised language makes the necessary correction so that the standard clearly applies to candidates in all specialist and services credential programs.

Multiple And Single Subject Teaching Credentials

Standard 21

Readiness for Diverse Responsibilities

Each candidate teaches students of diverse ages and abilities, and assumes other responsibilities of full-time teachers. The program provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom.

Rationale for Change - This standard for Multiple and Single Subject Teaching Credential Programs was first adopted by the Commission in 1986. It was revised by the Commission in September, 1989, to add two important elements. Institutions were required to provide a rationale for the sequence of field experiences, and to ensure that each candidate had a field experience in a public school. The response by institutions to the original wording of the standard as it related to the public school field experience varied greatly. Staff received numerous questions about the intent of the standard from program coordinators and faculty. Evaluation team members found the wording of the standard to be too vague to evaluate effectively. Therefore, staff proposed the revisions to Standard 21 to clarify that the experience in the public school must involve direct interaction with students in a classroom setting and must be substantive.

In our discussions with individuals and groups about the proposed revision to Standard 21, two questions about the revised language have been raised more often than any others. We have attempted to state the questions below and provide a clarifying response.

What type of experience in the public school classroom does the Commission expect of those candidates who student teach or teach regularly in private or parochial schools?

The Commission does not intend to prescribe specific types of experiences. However, the standard requires the candidate to instruct public school students. Examples of instructional activities could include, for example, interactive experiences in individual tutorial, small group, large group, or whole class instruction. The experiences should be sustained over a period of time, and the candidate's experience should be supervised and his or her performance evaluated by a school practitioner and a university supervisor. Neither the standard nor the Commission require a *student teaching* assignment in the public school for each candidate. A *field experience* as defined below is required.

What does the term "field experience" mean?

Field experience is the "umbrella" term used to describe all of the experiences used to comprise the one-half of the program that must be field-based as required in the Preconditions Established by State Laws. This includes observation, individual and small group instruction, student teaching, and other interactive experiences with students.

Effective Date

These revisions are effective for those programs evaluated after September 1, 1992 and will be included in the next printing of the *Standards of Program Quality and Effectiveness, Factors to Consider and Preconditions in the Evaluation of Professional Preparation Programs*. Any questions about this correspondence should be directed to Robert Salley, Administrator, Program Evaluation and Research at the Commission offices.

Revisions in Specialist and Services Program Standards

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution.

Rationale

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each group of candidates should attain at a level of academic qualifications equivalent to or higher than candidates admitted to other post-baccalaureate programs at the institution.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.
- The institution maintains records of all post-baccalaureate admissions and the program uses these in making admission decisions.
- Evidence is available to the team that the program consistently adheres to this policy.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by sex, race, ethnicity and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 8

Admission of Candidates: Prior Experience and Personal Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Rationale

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human character of the education profession. Each candidate for a specialist or services credential must also bring appropriate personal characteristics and experiences to the program, so that the program can build on human qualities that are essential for effective service in the credential area.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple procedures for determining each applicant's personal qualities and prior experiences, for example, personal interviews with candidates and written evaluations of candidates' experiences with children and youth and other relevant experiences.
- The program's admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to students from diverse ethnic, cultural and socio-economic backgrounds.
- The program's admissions criteria require the candidate to have prior experiences in which suitability for the specialist or service area is demonstrated.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional or personal assistance. The institution retains only those candidates who are likely to attain the necessary skills and knowledge to practice in a specialist or services credential area.

Rationale

An institution that prepares candidates for specialist and services credentials has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to professional practice.

Factors to Consider

- The institution provides special opportunities for students who need academic, professional or personal assistance, provides information to all candidates about these opportunities, consults with candidates about the nature of the necessary assistance, and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.
- The institution reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to practice in the credential area and considers candidate appeals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Revision in Multiple and Single Subject Program Standards

Standard 21

Readiness for Diverse Responsibilities

Each candidate teaches students of diverse ages and abilities, and assumes other responsibilities of full-time teachers. The program provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom.

Rationale for Standard 21

Most holders of Multiple Subjects Credentials teach in kindergarten and grades one through six. Most holders of Single Subject Credentials teach in grades seven through twelve. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age or ability level. Furthermore, each candidate must be prepared for the rigors of full-time teaching in the public schools.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate teaches students at two or more broad levels of schooling (such as Grades K-3, 4-6, 7-9, and 10-12), OR teaches students at two or more ability levels (such as remedial and college preparatory classes), OR teaches one or more classes from the beginning to the end of a school semester.
- The program presents a description of the field experience options that are available and how these options correspond to the organizational structure and curriculum of the program.
- Each candidate effectively fulfills the typical responsibilities of teachers through a graduated series of experiences, such as preparing for class, keeping accurate records of student work, attending faculty meetings, and meetings with parents.
- Each candidate completes interactive, supervised field experiences that include instruction of students in public schools.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.